

Special Topics / Capstone Business Assessment Report

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1 INTRODUCTION

Florida SouthWestern State College's Business Department gathers a multitude of data from various courses as assessment tools in support of the Florida Department of Education Curriculum Framework. The course included in assessment is GEB 2930 *Special Topics / Capstone Business*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward as well as investigate the strength and performance of items in the exam. The assessment plan also provides comparisons between dual enrollment (concurrent) and non-dual enrollment students, online versus traditional students, and by site, where possible. Where data is sufficient, additional analyses are provided including distribution studies and longitudinal studies.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Asst. VP, Institutional Research, Assessment & Effectiveness (jfvanGaalen@fsw.edu; x16965).

2 GEB 2930

2.1 LEARNING OBJECTIVES AND DESCRIPTIVE STATISTICS

The FSW Business faculty defined two areas of interest for evaluation in support of the state framework. The outcomes and the measure of success related to GEB 2930 are:

- Outcome Objective 1 (Known as "SLO 2: Demonstrate Employability Skills" in the AS-Business Administration and Management Program Effectiveness Plans) – The assessment measure is associated with the Special Topics/Capstone course (GEB 2930) and requires students to Identify and apply for jobs. The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018-2019 academic year.
- Outcome Objective 2 (Known as "SLO 3: Participate in a capstone project" in the AS-Business Administration and Management Program Effectiveness Plans) – The Ethics Term Paper associated with the Special Topics/Capstone course (GEB 2930) will be the assessment measure for this method. The benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018 -2019 academic year.

During the spring 2019 semester, 21 to 23 scores were tallied from 1 of 1 sections of GEB 2930. Descriptive statistics for achievement of outcomes are shown in Table 1. The distribution of scores is presented in Table 2 and Figure 1. The goal for Outcome Objective 1, that 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018-2019 academic year was met, with 96% scoring 70% or higher. The goal for Outcome Objective 2, that 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018 -2019 academic year was met, with 95% scoring 70% or higher.

<i>Measurement Method</i>	<i>% Scoring 70% or Higher</i>
<i>Identify and apply for jobs</i>	95.7%
<i>Term paper</i>	95.2%

Table 1. Student achievement level by assignment for GEB 2930.

	<i>Identify and apply for jobs assessment</i>	<i>Term Paper</i>
<i>Maximum score</i>	100	100
n	23	21
Max	100	100
Min	0	60
Median	100	90
Mode	100	100
Mean	95.7	88.6
Standard deviation	20.85	11.18
Skewness	-4.80	-0.97
Kurtosis	23.00	0.51

Table 2. Descriptive statistics for GEB 2930 assessments.

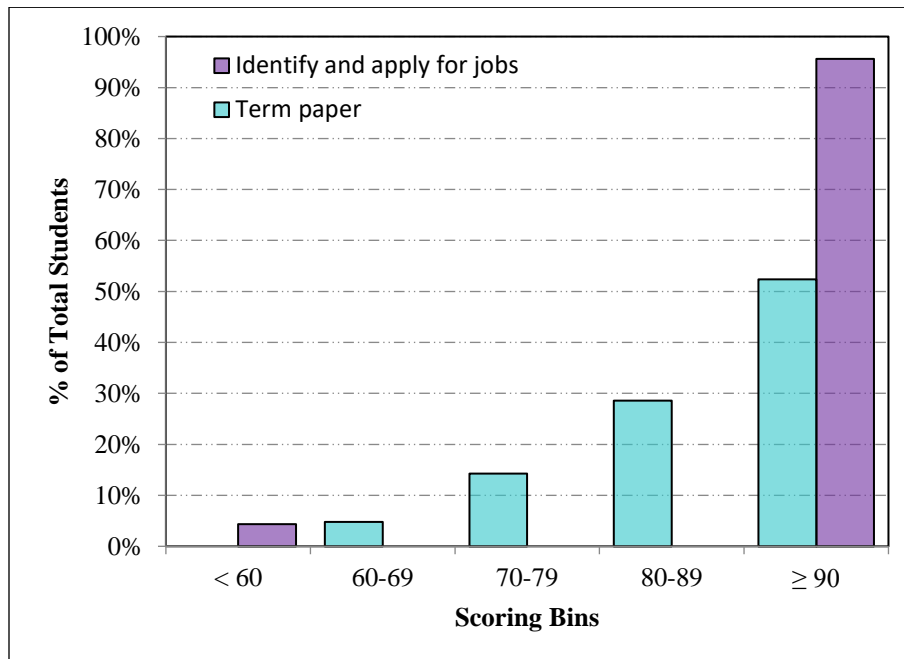


Figure 1. Distribution of scores from GEB 2930 assessments.

2.2 EXPLORATORY ANALYSIS AND SIGNIFICANCE TESTING

Multiple comparisons of artifact scores across varying formats, campuses, and student types were made, where possible, in order to add depth to the causes of the distribution of the artifacts. Each course was divided into the appropriate subgroups to perform the analysis. In cases where a subgroup is not represented in the course comparisons were not conducted and are noted for comprehensiveness.

2.2.1 Dual Enrollment (Concurrent) to Non-Dual Enrollment Comparison

No dual enrollment (concurrent) sections of the course were run spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.2 Online to Traditional Comparison

Only one section of the course was run during the spring 2019 semester and so no comparison of online to traditional sections could be completed.

2.2.3 Comparison by Campus/Site

Only one section of the course was run during the spring 2019 semester and so no cross-campus comparison could be completed.

2.3 LONGITUDINAL STUDY

Descriptive statistics over time for GEB 2930 for both assessments is shown below (Tables 3 and 4). In all terms since tracking began, the assessment "Identify and apply for job assessment" outcome objective was met. Achievement percentages over that time range from 80% to 96%. In the case of the "term paper", in all terms since tracking began, the assessment "term paper" outcome objective was met. Achievement percentages over that time range from 73% to 100%.

	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
<i>Maximum score</i>	75	75	75	75	100
n	9	11	19	15	23
Max	75	75	75	75	100
Min	0	0	25	25	0
Median	75	75	75	75	100
Mode	75	75	75	75	100
Mean	66.7	68.2	71.1	66.7	95.7
Standard deviation	25.00	22.61	12.54	18.09	20.85
Skewness	-3.00	-3.32	-3.34	-1.98	-4.80
Kurtosis	9.00	11.00	11.19	2.55	23.00
Mean as %	89%	91%	95%	89%	95.7%
Benchmark	70%	70%	70%	70%	70%
% Above Benchmark	89%	91%	89%	80%	95.7%

Table 3. Descriptive statistics over time for "Identify and apply for jobs assessment."

	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
<i>Maximum score</i>	100	100	100	100	21
n	9	11	19	15	21
Max	100	100	95	97.5	100
Min	70	83	30	43	60
Median	100	95	85	78	90
Mode	100	95	95	90	100
Mean	95.0	91.9	80.7	77.7	88.6
Standard deviation	10.00	6.19	19.78	15.37	11.18
Skewness	-2.41	-0.30	-1.94	-0.66	-0.97
Kurtosis	6.01	-1.19	2.82	0.12	0.51
Mean as %	95%	92%	81%	78%	88.6%
Benchmark	70%	70%	70%	70%	70%
% Above Benchmark	100%	100%	84%	73%	95.2%

Table 4. Descriptive statistics over time for "Term paper."

3 CONCLUSIONS

FSW's Business Department gathers a multitude of data from various courses as assessment tools in support of the Florida Department of Education Curriculum Framework. The course included in assessment is GEB 2930 *Special Topics / Capstone Business*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward as well as investigate the strength and performance of items in the exam.

3.1 GEB 2930

A drill-down of GEB 2930 results are as follows:

1. In a study of outcome achievement, the goal for Outcome Objective 1, that 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018-2019 academic year was met, with 96% scoring 70% or higher.
2. In a study of outcome achievement, the goal for Outcome Objective 2, that 70% of students will illustrate a proficiency of 70% or higher within this assessment during the 2018 -2019 academic year was met, with 95% scoring 70% or higher.
3. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
4. Only one section of the course was run during the spring 2019 semester and so no comparison of online to traditional sections could be completed.
5. Only one section of the course was run during the spring 2019 semester and so no cross-campus comparison could be completed.
6. In a longitudinal study of the assessment "Identify and apply for jobs," the outcome objective was met in all terms since tracking began. Achievement percentages over that time range from 80% to 96%.
7. In a longitudinal study of the assessment "term paper," the outcome objective was met in all terms since tracking began. Achievement percentages over that time range from 73% to 100%.